

**Virginia Department of Education  
MEMORANDUM OF AGREEMENT  
for**

**Schools and School Divisions with Comprehensive School Reform (CSR) Grants  
July 1, 2004-June 30, 2007**

The \_\_\_\_\_ school division agrees to the use of Comprehensive School Reform funds as outlined in the CSR individual school application. The school division also agrees to the conditions below that require CSR schools that are awarded first-year grants for school year 2004-2005 to undergo a student achievement evaluation review as a prerequisite to continued funding. Further, the school division agrees to discuss with department specialists the ramifications of any change in key personnel who were directly involved in developing and implementing the CSR grant at the school level, specifically the school principal and other key instructional leaders.

This agreement is between the Virginia Department of Education, the school division (certified by signature of the superintendent), and the individual CSR school (certified by signature of the CSR school principal). Affix signatures on the third page as appropriate.

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***Responsibilities: Department of Education***

Provision of Services:

- The Department of Education will sponsor several staff development institutes throughout 2004-05 specifically designed for CSR schools.
- Specialists at the Department of Education will provide technical assistance to CSR schools as needed and/or requested.
- The Department of Education will serve as a liaison between the model developer and the school should there be breaches of contract or other major concerns.
- The Department of Education will provide networking opportunities with schools having similar demographics and school improvement concerns as requested.

***Responsibilities: School Division and School***

• Prior to Receiving CSR Grant Funding:

- For the purposes of the CSR grant, the school division assures the Virginia Department of Education that it will adhere to the same assurances that have been signed and are a part of its Title I individual application or Consolidated Local Application.
- The school and school division agree to a structured interview of the school leadership team and a central office contact person and also an on-site visit as part of

the Comprehensive School Reform (CSR) grant award process to determine the readiness of the school for reform before any grant is made.

- The school and school division pledge their commitment and support for the implementation of the indicated comprehensive school reform program that includes the requested reform model for the required three-year implementation period and will expend grant funds in accordance with the requirements of the CSR program.
- The school division pledges its commitment and support for the CSR program when federal funds may no longer be available.
- The school and school division agree to participate in the state-level evaluation design for each of the three required years of program implementation, which will include on-site visitations, resulting in program discussions and recommendations.
- The school and school division, upon certification by the state as a CSR model site for the implementation of the comprehensive school reform design, agree to serve as a CSR model for other schools and school divisions in Virginia.
- The school division and school agree to employ a Technical Assistance Provider (TAP) selected from the list provided by the Virginia Department of Education. The Department of Education shall approve the TAP for each CSR recipient. This individual will play a critical role in supporting the CSR effort in each school. Travel and lodging for the individual will also be the responsibility of the school or school division. This cost may be incorporated into the CSR budget.
- Each CSR school principal agrees to appoint an instructional leader to coordinate the implementation of the selected CSR program.
- The school division assures that its schools receiving CSR funds will commit to attending (will send the school principal, a designated in-school CSR coordinator, a central office representative, and other appropriate representatives) all CSR institutes and workshops sponsored or co-sponsored by the Department of Education. The first such institute is tentatively scheduled at the Hotel Roanoke in Roanoke, July 14-16, 2004. Travel, lodging, and meals for participants including the Technical Assistance Provider (TAP) will be the responsibility of the school or school division, and costs may be budgeted in the CSR grant.
- First Review/End of First-Year Implementation of CSR Program:
  - CSR schools that fail to make Adequate Yearly Progress in English and mathematics by the end of the first year of program implementation shall be required to present a modified improvement plan based on a needs assessment that includes tests results in English and mathematics for all students and disaggregated by the six subgroups. The plan shall be submitted for approval to a support team with Department of Education representation.

- The plan, which shall utilize the findings of the Department of Education CSR evaluation among other instruments, shall include revised or additional scientifically-based programs and strategies as appropriate to address the needs of all underachieving populations. The plan will also address each of the eleven CSR components and describe how each can be strengthened.
- The plan shall be accompanied by a revised budget reflecting how CSR monies will be used to fund professional development and other related activities to better support the strategies and continued implementation of the CSR program.
- The team shall recommend continued funding for the second year only should the above requirements of school improvement planning have been met, and the team is satisfied that the school is committed to improved student achievement. The school principal, a designated in-school coordinator of the CSR project, a lead teacher, and a central office representative are to attend.
- Second Review/End of Second-Year Implementation of CSR Program:
  - In order to remain eligible for CSR funding--to receive third-year funding-- schools must have made Adequate Yearly Progress (AYP) in English and mathematics by whole school and by subgroups by the end of the 2005-06 school year.
  - Schools that did not make AYP will be given an opportunity to present "extenuating circumstances" to the review team. In particular, schools will have an opportunity to discuss the deficiencies in the school plan that was required through the CSR First Review. They may also submit for review and approval further modifications to the plan that enhance the opportunity for improved student performance during a possible third year of CSR funding.
- Changes in the Employment of Key Personnel in CSR Schools:
  - The school division agrees to discuss with department specialists in the CSR program the ramifications of any changes in key personnel, specifically the school principal and other key instructional leaders, in the CSR school throughout the three years the CSR grant is in effect. The success of a comprehensive school reform program is largely dependent on support by the school and division leadership.

School Division \_\_\_\_\_

Division Superintendent (Type Name) \_\_\_\_\_

Signature of Division Superintendent \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Principal (Type Name) \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_